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Teaching English Culture through the Use of Idioms and Slang
The Case of Second Year Students at the Department of English, Chadli Ben Djedid
University

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Abstract

Culture plays an important role in teaching and learning the language, because linguistic knowledge is sometimes not sufficient for the efficiency of communication, which requires the use of idioms and slang .This study aims to investigate the perspectives of English as a Foreign Language (EFL) teachers and learners on the importance of integrating English culture (EC) teaching in EFL classrooms , as well as, their perspectives on the effectiveness of using idioms and slang to teach about EC. It has been accomplished using a descriptive approach and mixed method . A questionnaire was used as a research tool for collecting data from six (6) EFL teachers and 33 second-year students at the department of English at Chadli Bendjedid University (CBU) , El Tarf. The results revealed that both EFL teachers and students find it important to integrate EC in EFL teaching and learning, however, teachers do not depend on idioms effectively enough to ensure students' benefit from their effectiveness to represent the culture, despite that they recognize their significance of idioms in understanding culture and enhancing their learners' communication , also they do not find any need to use slang as a part of culture. As a result, students do not believe in the significance of idioms and slang in learning EC since the majority of them do not really figure them out mainly because they are not exposed to them inside the classroom. To summarize , both EFL teachers and students are not fully aware of the importance of teaching EC through idioms and slang. As a final step, it is recommended that teachers will continue to explore appropriate and modern techniques to raise their students' awareness of the major role of idioms and slang in successful learning about EC.

Keywords: EFL teaching, culture, idioms and slang, communication.

ملخص

تلعب الثقافة دورا مهما في تعليم وتعلم اللغة ، لأن المعرفة اللغوية احيانا ليست كافية لكفاءة التواصل ، الذي بدوره يتطلب استخدام التعبيرات الاصطلاحية و اللغة العامية. الغرض من هذه الدراسة هو استكشاف انطباع اساتذة وطلاب اللغة الإنجليزية كلغة اجنبية حول مدى اهمية دمج الثقافة الانجليزية في دراسة اللغة و كذا مدى فعالية استخدام التعبيرات الاصطلاحية و اللغة العامية في دراسة وفهم الثقافة. حيث اجري هذا البحث مع 33 طالبا من طلاب السنة الثانية للغة الانجليزية كلغة أجنبية (قسم لغة انجليزية) في جامعة الشاذلي بن جديد الطارف و 06 أساتذة من نفس الجامعة. كما تم تقديم استبيانين لكل من الأساتذة و الطلاب لجمع البيانات المطلوبة من خلال طريقة البحث الوصفي و طريقة النهج المختلط لهذه الدراسة. وقد أظهرت النتائج ان الاساتذة والطلاب يجدون انه من المهم جدا ادراج التدريس حول الثقافة في صفوف اللغة الانجليزية ، ومع ذلك فإن الاساتذة لا يعتمدون بما يكفي على التعبيرات الاصطلاحية لضمان استفاضة الطلاب من فعاليتهم في تجسيد الثقافة على الرغم من حقيقة أنهم يدركون جميعًا أهمية هذه الاستراتيجية لفهم الثقافة وتحسين اسلوب تواصل متعلميهم ، بينما يجدون أنه ليس من الضروري استخدام اللغة العامية كجزء من الثقافة. وبالتالي ، فالطلاب لا يؤمنون بأهمية التعبيرات الاصطلاحية واللغة العامية ، لأن اغليبيتهم لا يفهمونها من الاساس ، ويرجع ذلك إلى عدم تلقيهم لها في الفصول الدراسية . باختصار ، تبين ان اساتذة وطلاب اللغة الإنجليزية ليسوا على وعي كاف بمدى تاثير استعمال التعبيرات الاصطلاحية واللغة العامية على فهم الثقافة وتحسين اسلوب تواصلهم . كخلاصة ، يوصى الاساتذة باعتماد هاتين الاستراتيجيتين وذلك من خلال مواصلة استكشاف التقنيات المناسبة والحديثة لزيادة وعي طلابهم بالدور الرئيسي للتعبيرات الاصطلاحية واللغة العامية للتعلم الناجح للثقافة الانجليزية .

الكلمات المفتاحية : تدريس اللغة الانجليزية ، الثقافة ، انطباعات ، التعبيرات الاصطلاحية والعامية ، تواصل.

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I dedicate this dissertation to my family and friends. A special feeling of gratitude to my loving parents and my grandmother whose words of encouragement and push for tenacity ring in my ears.

I dedicate this work and give special thanks to my hard-working binomial "Aya" who has been the best partner.

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LIST OF CONTENTS

Abstract in English.....	I
Abstract in Arabic.....	II
Acknowledgments.....	III
Dedication.....	IV
List of Contents.....	V
List of Tables.....	IX
List of Figures.....	X
List of Abbreviations and Acronyms.....	XI

Chapter One: Introductory Chapter

Introduction.....	1
Statement of Problem.....	2
Aims of the Study.....	2
Research Questions.....	2
Research Hypotheses.....	2
Significance of the Study.....	3
Research Methodology.....	3
Research Design.....	3
Participants.....	3

Structure of the study.....	4
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Chapter Two : Literature Review

Introduction.....	5
Part One : English Culture.....	5
Definition of Culture.....	5
Themes of Culture.....	6
The Relationship between Language and Culture.....	7
Acculturation.....	8
Cultural Diversity and its Influence on EFL Teaching and Learning Processes.....	9
The importance of Teaching culture in EFL Classrooms.....	10
Techniques for Teaching Culture	11
A. Cultural Capsules.....	11
B. Cultural Clusters.....	11
C. Cultural Assimilators.....	11
D. Cultural Asides.....	12
The Role of Authenticity in Teaching Culture	12
Communicative Competence (CC).....	13
The Role of Communicative Competence in Teaching English Language.....	15
Intercultural Communicative Competence (ICC).....	15
PART TWO: Idioms and Slang.....	16

Theoretical Consideration about Idioms.....	16
Cultural Components of Idioms.....	17
A. Figurative Elements.....	18
B. Material Culture.....	18
C. Textual Dependence.....	19
D. Figurative Units.....	19
E. Cultural Signs.....	19
Types of Idioms.....	19
A. Idioms with Irregular Form and Clear Meaning.....	20
B. Idioms with Irregular Form and Unclear Meaning.....	20
C. Idioms with Regular Form but Unclear Meaning.....	21
Methods to Teach Idioms.....	22
A. Teaching Idioms as Formulaic Expressions through Memorization.....	23
B. Teaching Idioms as Metaphors through Awareness-Raising Activities.....	23
C. Teaching Idioms as Metaphors through Coceptual Metaphor Method.....	24
Relationship between Idioms and English Culture.....	25
Theoretical Consideration about Slang.....	26
Types of Slang	27
A. Flippant	27
B. Imitative Slang.....	27
C. Clipping Slang.....	28
Methods to Teach Slang.....	28
A. Listening Activities.....	29

B. Movie scenes and Clips from Television Series.....	29
C. Role Play.....	30
Role of Slang in Teaching English Language.....	30
Conclusion.....	31

Chapter Three: Research Methodology

Introduction.....	32
Research Design.....	32
Data Gathering Instruments.....	32
Written Questionnaire.....	32
Population and Sampling.....	33
Procedure of Collecting Data	33
Conclusion.....	33

Chapter Four : Findings and Analysis

Introduction.....	34
The Questionnaire.....	34
Description of Students' Questionnaire.....	34
Students' Questionnaire Analysis.....	35
Description of Teachers' Questionnaire.....	47
Teachers' Questionnaire Analysis.....	48
Conclusion.....	59

Chapter Five: Discussion and Recommendations

Introduction.....	60
Discussion of the Findings.....	60
Discussion of the Results in Relation to the Research Hypotheses	60
A. Question One	60
B. Question Two.....	61
C. Question Three.....	62
Discussion of the Results in Relation to Previous Research.....	62
Implications of the Study.....	63
Recommendations for Teachers.....	64
Recommendations for Students.....	66
Limitations of the Study.....	67
Recommendations for Further Research.....	67
Conclusion.....	68
General Conclusion.....	69
References.....	70
Appendices	
Appendix A	
Appendix B.....	

LIST OF TABLES

Students' Attitudes towards Learning Culture.....	35
The Importance of Learning English Culture.....	36
Students Knowledge about Idioms	38
Understanding Idioms.....	40
Methods to Learn Idioms.....	41
The Importance of Idioms in Understanding Culture.....	42
The Importance of Idioms to Achieve Effective Communication	43
Students' Knowledge about Slang.....	43
Understanding Slang.....	45
Methods to learn Slang.....	45
The Importance of Learning Slang in Communication with Natives.....	46
slang' Role in Understanding English Culture.....	47
Determinants of Cultural Content to Teach English Culture.....	50
Teacher's Perspectives on the use of Figurative Language in Teaching EC.....	52
Teachers' use of Idioms.....	53
Teachers' Use of Slang.....	54
Methods to Explain Idioms.....	55
Methods to Explain Slang.....	56

LIST OF FIGURES

Learners' Attitudes towards Learning English Culture during the Process of English Learning.....	36
The Importance of Learning English Culture.....	37
Students' Knowledge about Idioms.....	38
Providing Examples and Definitions of English Idioms.....	39
Students' knowledge about Slang.....	44
The Determinant of Cultural Content used.....	50
Teachers' Use of Idioms.....	53
Teachers' Use of Slang.....	54
Methods to Explain Idioms.....	55
Methods to Explain Slang.....	57

LIST OF ABBREVIATIONS AND ACRONYMS

AF: Absolute Frequency

CBU: Chadli Ben Djedid University

CLT: Communicative Language Training.

EC: English Culture.

EFL: English as a Foreign Language.

EL: English Language.

ICC: Intercultural Communicative Competence.

IOM: International Organization for Migration.

RF: Relative Frequency.

SLT: Second Language Training.

SE: Standard English.

TEFL: Teaching English as Foreign Language.

CHAPTER ONE

Introductory Chapter

Introduction

Every Second Language Training (SLT) program must have a cultural component. If students do not incorporate culture on a regular basis, they will miss out an important element of the language learning process. Culture is required to fully comprehend a language, its complexities and proper uses. Aside from grammatical components of language, culture is a crucial component in delivering a well-rounded education in the chosen language and providing context for understanding one's own culture. Learning a second language requires the understanding of cultural contexts of the language they want to learn because this may provide them with useful insights into certain phrases that residents of a particular ethnic group regularly use .

Idioms and slang are two important strategies to be used for improving EFL learners' cultural understanding, and their use in context adds uniqueness by expressing the EFL learners' command and mastery of the target language and cultural metaphoric means.

The goal of this study was to address some questions concerning the use of these strategies in English culture teaching in Algeria.

Answering these questions should help us to figure out how to teach EC in our country more efficiently. As a result, the purpose of this research is to identify and propose possible solutions for successful teaching of English culture through the use of idioms and slang .

Statement of the Problem

Language plays a major role in transmitting the cultural aspects of a given language but focusing on the acquisition of the rules of the target language only is not enough to

reach effective communication. So, what also matters is to understand and discover the cultural norms of the target language. In order to gain knowledge about the culture of a target language, the use of idioms and slang as effective strategies to represent the culture behind the words needs to be taken into consideration for improving EFL learners' communication at CBU.

Aims of the Study

In an attempt to boost students' cultural knowledge and support them to communicate effectively, this study aims firstly to determine the perspectives of EFL teachers and learners on the integration of EC teaching and learning in EFL classroom, as well as, their perspectives on the effectiveness of using idioms and slang to teach about EC about EC at CBU.

Research Questions

- 1- To what extent are EFL teachers and learners at CBU aware about the importance of integrating English Culture in the process of EFL teaching ?
- 2- Do teachers resort to idioms and slang as strategies of teaching English culture ?
- 3- Do EFL students believe that the use of idioms and slang is effective to learn about EC ?

Research Hypotheses

Based on the research questions stated above, we hypothesize that:

H1: EFL teachers and learners are aware of the importance of implementing EC in English teaching process.

H2: Teachers rely on idioms and slang as strategies for teaching EC .

H3: Yes , EFL students believe that the use of idioms and slang is effective to learn about EC .

Significance of the Study

This attempt is in the field of EC teaching and learning strategies in order to raise teachers' awareness towards the importance of relying on idioms and slangs in understanding English culture and enhancing EFL learners' oral communication at CBU. This research findings will contribute to develop appropriate methods to teach these crucial strategies effectively.

Research Methodology

As secondary data, this work was prepared using relevant text books, empirical evidence, journals, papers, and websites. Primary data were also gathered and evaluated in order to investigate the perspectives of EFL teachers and learners on the use idioms and slangs in English culture inside EFL classrooms. The research methods utilized for this study are:

- a. Library research (books and papers) to have a clear idea about the topic, to collect relevant data and existing literature on teaching English culture through figurative language .
- b. Students' questionnaire .
- c. Teachers' questionnaire .

Research Design

This study used a descriptive method and mixed method approach to collect and analyze data.

Participants

The members of the examination are 33 second year EFL students and 6 instructors at CBU.

Structure of the Study

This dissertation is divided into five parts . The first chapter is the introductory one, which consists of; background knowledge, statement of the problem, the purpose, research questions, research hypotheses, and methodology and the last point is the structure of the study. The two first chapters are consecrated to the literature review which deals with the basic construct of the study whereas the last two chapters will be devoted to the analysis and the interpretation of the results of the questionnaires. The second chapter is concerned with the literature review which consists of two parts, the first part deals with the definition of culture, its importance, its relation with language, themes of culture, cultural diversity, acculturation, techniques to teach culture ,and the role of authenticity in teaching culture . It deals also with the communicative competence , its importance in EFL teaching ,and intercultural communicative competence. The second part deals with definitions of idioms and slang, their types , methods to teach them, relationship between idioms and culture, role of slang in teaching English culture , and cultural components of idioms.

The third chapter uncovers the methodology of the study. It includes the research institution, participants, instruments and data collection procedures. The fourth one deals with analysis of the results, while the last one presents discussion of the results we found , exposes the implication and proposes suggestions for further studies.

CHAPTER TWO

Literature Review

Introduction

This chapter tackles the description of the most important key aspects of the research and also a review of the field's main literary works. The first part examines the various definitions of acculturation, culture and its relation to language and the importance of including it in teaching English in EFL classroom and also concepts relating to the object of our study. The second part includes idioms and slangs as strategies that could be implemented in teaching English culture in EFL classrooms to enhance the oral communication and the principles of teaching it.

PART ONE: ENGLISH CULTURE

Definition of Culture

Individuals define culture differently since each has a different perspective on it since it is a difficult and wide topic to be defined. Taylor (1871), contends that culture is “ the complex whole which includes knowledge, beliefs, art, morals, laws, custom, and any other capabilities and habits acquired by a man as a member of society” (p.1). That is to say, culture is a set of integrated systems in which individuals of a particular community share together in order to identify themselves to the whole world. In the same vein, Kramsch (1998) describes culture as “membership in a discourse community that shares a common social space and history and common imaginings” (p.10) .In other words, the group of people that adopts the same culture relies on the same perceptual view of the external world at all times and everywhere.

In contrast to Arnold’s view (1869) who assures that “all folks “have” culture which they acquire by virtue of membership in some social group – society. And a whole grab

bag of things, from knowledge to habits to capabilities, makes up culture” (p.7) , which means that just because one group of the same community embraces certain beliefs and customs does not mean that another group of the same community will necessarily do ,as well as there is no common and unified cultural link between both of them.

The strong version of the Sapir-Whorf hypothesis (1966) proposes that “we can only perceive and think what our language allows us to perceive, think and say” (p.116). i.e., culture is the process in which it controls the individual’s cognitive processes such as thinking and using the language, as it dictates what should be produced according to its content. Larson and Smalley (1972) share the same view, they admit that culture is “a blueprint that guides the behavior of people and is incubated in family life” (p.39) , particularly culture enforces norms to control individuals' behavior as well as dictates the manner in which they should behave in order to match the society’s image. Moreover, it is recognized that culture is basically the heritage of ancestors. It is forwarded from generation to another and involves everything that people acquire, such as language, religion, traditions, and norms.

Eliot (1961) considers culture as a fundamental and important factor for the evolution of any community as well as the settlement of the society's major social challenges since it dictates how its members engage with one another.

Themes of Culture

When learning a foreign language, it is crucial for students to understand the various forms of culture. Samovar, Porter & Stefani(1998) define culture as the deposit of knowledge, experience, beliefs, values, actions, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving . They claim that this definition ‘covers most of the major territory of culture on which scholars currently

agree'. Culture is mainly categorized into two main divisions Big C culture and Small C (Moran, 2001). Big "C" refers to the surface structure of culture which focuses on the visible forms of culture, such as food, art, clothing, gesture, architecture, etc... Small "C" studies the deep structure of culture which is the invisible forms of culture associated with perceptions, beliefs, communication styles, cultural norms, and social organizations. As globalization brings more and more cultures into contact with one another, it increases the potential of cross-cultural communication and miscommunication.

Relationship between Language and Culture

Scholars have different views on how to categorize the type of the relationship between culture and language. Others agreed that language is subordinate to culture while others disagreed. Kramsch (1998) claims that "language symbolizes cultural reality" (p.3). i.e., people use various utterances or 'words' to describe their life experiences. They convey communicable facts or ideas because they refer to a specific content of knowledge about the world that other people are sharing. As a result, people use language as a symbol of their cultural identity as it enables them to identify themselves and others.

Hymes and Levi-Strauss (1964) agree that language has an important place in its relation with culture, according to that they acknowledge that "the structural organization of the language is reflected in the cultural forms". This means that language is an inseparable part of culture, it is impossible to accurately define its lexis and denotations without first understanding the cultural structure of its users.

On the other hand, Byram determined that "culture is a structure of meanings embodied in symbols, a system of inherited ideas and expressed under a symbolic shape, by means of which people communicate and spread their knowledge concerning attitudes to life" (Byram, 1992, p.113). As a matter of fact, Language is the main symbolic means

whereby an individual communicates his opinions, thoughts, and feelings. Language is a way for members of community to communicate with one another and practice their culture. Language is being used by societies to communicate and understand one another. As a result, culture cannot exist without language because language is a social tool for understanding the rules of exchange and for analyzing the idea of verbal suggestion.

Acculturation

Scholars differed in defining the term ‘acculturation’, as each defined it in terms of his perspective of the cultural and social dimensions of the term. Redfield, Linton and Herskovits (1936) define acculturation as “those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups” (p.149). That is to say, acculturation is the process in which an individual or group from one culture embraces the practices and values of another while keeping their own culture. This process is described by means of minority culture adopting elements of majority culture.

Berry (1980) discussed two major variables that are concerned with the path toward acculturation in new ethnic culture, the first variable is maintenance which refers to the degree to which individuals can maintain their mother culture without allowing the influence of other foreign culture components. While the second variable which is called ‘contact and participation’ refers to the extent to which individuals accept the traditions and values of the new foreign culture.

Ward (1996) stated that “the process of acculturation is considered with special reference to changes over time, and selected predictors of successful adaptation during cross-cultural transition are reviewed” (pp. 124–147). This is related to the principle that acculturation focuses on the study of changes in cultural orientation that occur over the

years whereby selected foreign patterns are tested for the development of the ability to adapt during the transition between cultures, i.e. from the mother culture to a foreign culture.

Cultural Diversity and its Influence on EFL Teaching and Learning Processes

The basic principle of EFL teaching is the fact that communication is a social engagement rather than a linguistic exchange. In spite of the fact that language and culture are tightly connected in foreign language learning.

Furstenberg (2010) claimed that “The key problem in teaching culture in an EFL classroom is the ambiguity of the culture's meaning”(p.560) .This is due to the cultural background acquired from the society to which both student and teacher belong which differs from what he aims to learn from a foreign culture. EFL instructors recognize the need for curricular changes that incorporate cultural counterpoint to language development, little effort has been made to encourage them to do so, according to Nault (2008) “Although many language teachers have recognized such need for a cultural accompaniment to language acquisition, there has been a lack of effort to encourage them to teach culture” (p. 561). Teachers think that incorporating English language culture into the teaching process is critical but they face several obstacles in doing so.

According to Ho (2009) “The inadequacy of culture teaching in language learning is due to a number of limitations. First of all is the lack of cultural knowledge possessed by the teachers” (p.561). In other words, the major obstacle that a teacher may face is the lack of cultural awareness, because he tackles a culture that appears to be strange to what he originally belongs to. Since teachers are the main authority in classrooms, their lack of cultural awareness may have an impact on students' language development (Kramsch & Sullivan, 1996). Besides that there is another restriction which is a lack of native English

speakers. Despite of the fact that native speakers may be an essential cultural resource in language acquisition , as Ho (2009) assures “the availability of native English speakers. Although native speakers can be an important cultural resource in language learning” (p.561), many universities cannot afford to employ native speakers to teach the language. Another constraint is the amount of time given for cultural training in each session, or even the educational system itself (Ho,2009). As a result, cultural learning has not been emphasized in foreign language education (Ho, 2009; Kearney, 2010).

The Importance of Teaching Culture in EFL Classrooms

As it is mentioned before, learning a foreign language does not depend only on the four skills, culture matters for EFL learners to engage them with the target culture of both the Americans and British. Betancourt and Lopez (June, 1993, p.629) indicated the importance of culture in human's behavior since it is related to people's ethnicity, race and so on. Thus, learning about other cultures makes students improve their cultural levels in which they can understand people's traditions and beliefs.

Integrating the culture module in EFL classes proves its importance in English classrooms. It cultivates learners and makes them able to communicate in the English language. It is agreed that without culture, language would not be clear and interesting enough. Therefore, incorporating culture in EFL classes is essential because learners cannot neither understand nor discover the English language without learning about it (Hadded, 2013).

Sheeraz, Kazemian and Mahar (2015) see that:

without understanding properly the cultural setting and social behavior of a language use, it leads to misinterpretation and breakdown in the language communication, or it may result into errors and misunderstanding because language is not simply sending or receiving information but it functions as a social behavior in a certain cultural contex.(p.3)

Techniques for Teaching Culture

Stern (1992, p. 223-232) categorized a variety of teaching methods, including cultural information and given techniques, we mention the followings:

Culture Capsules

Cultural capsules are pieces of text (a table with two colons or a paragraph) that discuss a number of minor differences and similarities between the native culture being studied and the local culture.

Cultural Clusters

According to Meade & Morain (1973), cluster is a collection of two or three cultural capsules that cover a range of subjects and ideas, these subjects last for 30 minutes where the teacher addresses the goal culture and life styles. Discussion of the data that the student has learnt about the target culture, the teacher assumes the role of narrator in cluster activities.

Cultural Assimilators

Assimilators are typically written explanations of conversations between two persons from different cultural backgrounds, usually with one person representing the native

culture. After reading the description, the students examine the interaction and then typically choose one of the possible answers that they feel is the most accurate (Fiedler et al., 1971).

Cultural Asides

In these lessons, the teacher explains verbally several elements of the target culture. Since the information is typically presented to students in a form of a power point presentation, a slide show, images from magazines, a collection of photos, or series of videos, they are more likely to remember it.

Also The kind of activities that engage students in the target culture are one of the most effective methods for teaching culture such as role plays, games ,singing ,quizzes.

The role of Authenticity in Teaching Culture

According to Tomlison (1998, p. viii) we can recognize authentic materials definition, “A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text”. It means that authentic materials are those created with the intention of conveying information. When teaching a language, it's crucial to remember that using authentic materials simply means using examples of language created by native speakers for their own purposes rather than language produced and designed specifically for the classroom. Moreover it was mentioned earlier that there have been three common positions of authenticity throughout history which are:

✓The strong authenticity position: language learning is best accomplished when all input is real and without any modification or adaptation.

✓The intermediate authenticity position: language is best learnt when input varies in degree of authenticity based on the learner's ability and the lesson's goal at that stage in the curriculum.

✓The non-authenticity position: language is best acquired when every information is customized to the learners' needs. (Brown and Menasche, 2008).which means the content of instructions should be modified and even simplified to make it matched to learner's competency level.

Furthermore, Computers and the internet are also authentic materials that could be useful in learning a new language and culture. As Hackett (1996) highlights that, the internet “provides a direct, immediate link to the target culture” or can serve as “a multimedia mirror on the target culture” (p.3) in other words the internet allows us to discover new cultures with one click. Stern (1992) proposes eight ways and methodologies for teaching culture; we only need three, which are as follows: we need only three to be included and they are as follows:

✓Creating a genuine learning environment (tasks of real world situations).

✓Providing cultural background (customs, language)

✓The use of community cultural resources(movies,songs,videos)

The following strategies provide information about the English culture that allows them to use the language appropriately for a situation and making decisions about formality and choice of grammar or vocabulary.

Figurative and slang languages such as slang and idioms are identified as authentic materials and cultural community resources that can be used in teaching language culture process as Peterson and Coltrane (2003) emphasized that to achieve desired communication, culturally appropriate language use appears to be a must.

Communicative Competence (CC)

The term "communicative competence" is one of the most controversial terms in the field of applied linguistics; it is composed of two words, and in combination means competence to communicate. Effective communication in a language requires a thorough understanding by the speaker of the linguistic, sociolinguistic, and sociocultural aspects of the language. This understanding allows him to use the right language for the right purpose in the right context. However, achieving this level of knowledge and understanding is always a challenge for foreign language teachers and mainly learners. They often struggle on their way to reach this goal and often encounter many obstacles. Therefore, there has been much debate against designing language courses and programs for foreign language contexts to achieve this goal. The term "communicative competence" was first introduced by Hymes (1972) as a sociolinguistic concept in response to Chomsky (1965) who proposed the concept of linguistic knowledge of linguistic structure. Interestingly, Hymes (1972) reacts against Chomsky's definition, because he states that Chomsky "omits almost everything of sociocultural significance" (p. 280).

Knowing how to form grammatically correct sentences is insufficient to have CC. In the same context, Hymes (1972) added that Communicative interference is a result of socio-linguistic differences such as register, lexico-syntax, or pragmatics between dialects of a language or between separate languages can cause well-intended, grammatically correct locutions to be misinterpreted. Accordingly, Canale and Swain (1980) stated that this term refers to the relationship and interaction between grammatical competence...and sociolinguistic competence, their point of view is shouldered by Hymes (1972), who claims that grammar rules are incomplete without rules of use. Taking into consideration that grammar and sociolinguistics features must be both included in second language coursework and must be both assessed (Canale and Swain, 1980).

Savignon (2002) who uses the term CC “to characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge” (p. 3) Proclaims that Hymes uses CC “to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness” (p.2) , and added that Hymes’ focus was not on language learning but language as a social behavior.

The Role of Communicative Competence in Teaching English Language

An EFL teacher's role is to help learners get along in real-life situations (Savignon, 1997), that is to say, it helps EFL speakers to be able to process and interact with the language they experience in order to succeed in the sociocultural context in which they are. Whether in the classroom, grocery store, or workplace, if these EFL speakers do not have access to this language, they have less opportunity and power to interact as equal members of social interaction. As a result, the goal of CC allows EFL speakers to acquire the cultural and linguistic knowledge needed to address the presented interaction challenges through various methods of communicative Language Training (CLT).

Intercultural Communicative Competence (ICC)

Why do you teach English? Many teachers reply that they teach English for the sake of being able to communicate with people of other cultures. This is worthy. But in order to communicate with other people, is it enough just to master English grammar, vocabulary and colloquialism to communicate? According to recent studies, cross-cultural competence requires many other competencies. Mainly, ICC requires that students acquire the knowledge, skills, attitudes and critical cultural awareness necessary to communicate interculturally.

Due to the impact of intercultural competence on foreign language teaching, it was reintroduced as intercultural communicative competence (ICC). This concept is introduced by the Council of Europe, i.e. a transnational organisation that provides guidance to its member countries on creating their education policy. A book on foreign language instruction written by a Council of Europe committee adviser may best describe its purposes in English, Mike Byram (1997). This was entitled 'Teaching and Assessing Intercultural Communicative Competence'.

One of the important questions for language teachers regarding ICC is whether students are prepared for this task. Do you provide general information in the hope that students will acquire the skills they need to communicate more efficiently and understand cultural trends? Or, conversely, create conditions for students to acquire the skills and develop them to be prepared for the intercultural challenges? The main idea is that students need to be further challenged and guided in order to develop important communication skills especially speaking and critical thinking.

PART TWO: Idioms and Slang

Theoretical Consideration about Idioms

According to The English Oxford Dictionary, the term 'Idiom' originated from the Greek word *idios* which means own; private, peculiar'. Idioms refer to the construction of a set of long words or phrases where the esoteric meaning of idioms is not represented in the utterances used in that expression, and therefore there is no relationship between the linguistic form and its meaning (Glucksberg, 2001, p. 68). Sharing the same perspective, Strassler (1982) states that the meaning of the parts of speech the phrase contains does not convey the intended but hidden real meaning, sharing the same view (The Cambridge international dictionary of English, 1995, p.701) introduces idiom as a group of specific

fixed terms which cannot be replaced or missed where they hold a different meaning from their literal.

Idioms represent old precious concepts of ancient cultural legacy. The study of idiomaticity has been mostly ignored in scholarly research, making it one of the most under-explored parts of the language. As Makkai persuades (1972) “Idioms are a cultural heritage that has a long history. They are transmitted through generations, and contribute to the richness of the cultural heritage”(p. 23).

Boers, Demecheleer and Eyckmans demonstrate “the link between figurative idioms and culture is an indirect one in the sense that many idioms reflect the culture of the past rather than the present” (Boers et al. , p. 378). Many idioms represent the previous culture rather than contemporary culture. Each utterance in which the idiomatic expression is composed is a symbolic feature related to ancient cultural aspects. Thus idioms are the mirror of the way ancestors used to express their life experiences.

Cultural Components of Idioms

As previously mentioned, culture is critical in understanding linguistic expressions and conveying cultural knowledge. The teaching of the English language should center on cultural perceptions of the world. When comparing idioms from different languages, the effect of culture is especially noticeable because each language expresses its unique culture, customs, and values. Dobrovolskij and Piirainen (2005) classify cultural differences into five categories which are :

Figurative Elements

The very first type is composed of metaphorical components that reinforce cultural knowledge. It includes all types of social experiences and behavior, as well as social engagement within a community to understand other people's actions, customs, and

viewpoints. Color perception, for example, differs among cultures. As an example, consider the English expression "green with envy" (to be jealous). When we compare this expression to other cultures, we find analogies such as being yellow with jealousy in German or being black with envy in French. We find equivalents like German to be yellow with envy, or French être noir de jalousie.

As a result, these idioms represent people's views on these colors. Fruits are interpreted differently in different cultures; for example, the English expression "apple of his eyes" (his favorite) has a French counterpart, "prunelle de ses yeux." As a result, fruits are used in quite different ways in the two civilizations.

Material culture

Second type figurative units comprise material culture. That is, environmental and aesthetic features, as well as artifacts unique to a culture. For example, the phrase "Rosetta Stone," which alludes to an artifact discovered in Rosetta, Egypt in 1799, decoded by Champollion, and currently housed in the British Museum, has been used in idiomatic expressions to describe a scenario in which a dilemma or riddle must be solved. It is defined as "something, especially a discovery that helps people to understand or find an explanation for a mystery or area of knowledge that not much was known about". Its text is written in three scripts: hieroglyphic, demotic, and Greek.

Scholars have used the inscriptions to help them interpret and translate many other ancient Egyptian writings. For these reasons, the phrase refers to something that helps people discover solutions to questions that are difficult to understand. "Comparable values might act as a Rosetta stone, allowing a common language to develop regardless of where either group is, or is seen to be, on the political spectrum," for example (Oxford Online Dictionary).

Textual Dependence

Textual dependence is the third form of figurative unit. It includes literature from that culture, such as historical events, quotes or references from authors and publications. Send Owls to Athens, for example, is based on Aristophanes' sarcastic drama "Birds" (414 BC, Greek "Ornithes, verse 301). This means (doing something unnecessary, such as sending owls to Athens while it is already overrun with owls).

Figurative units

The fourth type is concerned with figurative units associated with fictitious realms, such as old beliefs and ways of viewing the world such as religion, superstitions, and mythology; alternatively, the spiritual life of a certain group. One example is the expression "eat the liver," which signifies (to be very angry). It is viewed in terms of the pre-scientific Greek myth of Prometheus. Zeus was furious and sent an eagle to devour his liver as punishment.

Cultural Signs

Type five is concerned with cultural signals, or civilizational symbols. Significant cultural information is typically communicated by a single word rather than a completely figurative unit in this kind. Only linguistic awareness of symbols and their significance in that culture enables one to distinguish between literal and metaphorical readings. An "owl" is a sign of knowledge and intellectuality in Greek culture; it is the symbol of the goddess of wisdom. (Dobrovolskiy and Piirainen, 2005, p.7-35). Unlike in Kabyle culture, where the owl denotes gloom, darkness, and death.

Types of Idioms

According to McPherron and Randolph (2014), idioms have an important role in providing graphic descriptions, and they have been shown to be more effective than

literal, non-idiomatic language. However, there is a wide agreement that idioms are difficult to be classified as significant challenge to language teachers.

Seidl and McMordie (1988) pointed out that:

idioms can have different structures and different forms. However, the linguistic form does not convey the clarity of meaning. They classify idioms into three main types which are: idioms with irregular form and clear meaning, idioms with irregular form and unclear meaning, and idioms with regular form but unclear meaning. (p.13)

they explained these types as follows:

Idioms with irregular form and clear meaning

The expression 'do the dirty on someone' might send the impression that is referred to something bad is being applied on someone, and that is the exact meaning of this idiom. The reason behind successfully interpreting the expressions is the ability to decode the words of the phrase individually using the acquired linguistic repertoire, even though the words' order does not match the linguistic basics. This type cannot be helpful for those who have poor background knowledge about the language, because it depends on the correct interpretation of each utterance of the idiom. (Seidl & McMordie, 1988).

Idioms with irregular form and unclear meaning

Seidl and McMordie (1988) claimed that this type is barely close to be understood and sometimes impossible to be guessed by an EFL learner and maybe a native speaker who is not familiar with the cultural aspects of his community as well. This later has neither correct linguistic formulation nor understandable because the parts of the expression do not usually go together as they do not fit together . Taking the expression '

be at daggers drawn' as an example, which does not seem correctly structured or carry a logical meaning , while it is used to refer to someone who is ready to fight .

Idioms with Regular Form but Unclear Meaning

The expression 'cut no ice' contains a correct literal sense, but not a meaningful figurative sense. For instance when someone who is not familiar with the cultural features of English Language finds himself stuck at interpreting a correctly structured phrase, but ice cannot be cut. It is difficult to know exactly what the expression being cut on ice means. Unless someone clearly explains that it refers to someone who is doing bad to someone else. Another example for this type is to bring the house down. Even though the literal sense is correct, the utterances used in this phrase have nothing to do with the meaning, which means managing to make the audience greet a joke or appreciating some effort (Seidl & McMordie, 1988,p. 13).

Lattey (1986) claimed that idiomatic phrases are frequently used in speech, and when they exist in writing, they typically depict interpersonal behaviors and interactions, or an individual's relationship to the world around him. In the same context, many scholars identify types of idioms according to a variety of concepts. Healey (1968) focused on the type of idioms that refer to a certain aspect of speech i.e., what is concerned with grammatical type such as verb-adverb idioms. On the other hand, Müller (1960) classified idioms according to the concept or emotion portrayed which refers to the subjective or expressive interpretation, and the picture elicited by the phrase. This last type of classification is also observed in dictionaries where one may find all the included idioms that include the appropriate lexical items; this is a useful method for dictionaries but not for the classroom.

Methods of Teaching Idioms

Teaching idioms has lately got considerably more attention and has become a topic in teaching EFL after being a neglected issue (Tărcăoanu, 2012). It is critical to have a clear vision of how to adopt an approach for teaching idioms. However, the debate over how to teach idioms using the conventional technique against conceptual metaphors is far from resolved.

Integrating idioms in EFL teaching needs to rely on a variety of methods. Traditional methods of teaching English idioms focus on root learning and memorization. The main problem in learning, understanding, and using idioms is the incompatibility of the terms of the phrase and the alleged meaning. This requires a reconsideration of the methods used to teach idioms. Where the methods to be used require figurative expressions that match the concepts of the source and the intended meaning and thus make it easier for EFL learners to understand the underlying motives by learning how to deal with and use terms in a meaningful context within the framework of the educational developments of the English language (EL).

Based on many scholars' views about methods to teach idioms, Yi-Chen Chen and Huei-Ling Lai (2013) studied the possibility of employing an approach that includes creating new word meanings by transferring an existing sense of a word from its original source [metaphorical mapping] in an EFL classroom, as well as studying the influence of EFL learners' learning idioms. Whereby they suggested modified methodological solutions to enable EFL learners for easier dealing with learning, understanding, and using idiomatic expressions which are identified as follows:

Teaching Idioms as Formulaic Expressions through Memorization

Idiomatic expressions regarded to be formulaic statements that are taught by rote memorization, but they are shrouded in ambiguity as they need illustrative and more explicit formulas to be understood by EFL learners where the translation is a verbal vernacular that does not go deep into the roots of the original true meaning. Idiomatic expressions depend on verbal translation without real consideration for the core of the translated text. Therefore, direct and explicit translation may help to understand idiomatic expressions or terms, but it is blamed on it because the translated text loses its literary spirit. For example, translating books from the mother tongue may shed light on the understanding of references and studies by the mother tongue but it is reproached for violating the spirit of the text. In their native language, it is a way of studying the culture of others in relation to their way of life and the use of new or exotic language, but is accused of violating the spirit of the text.

Teaching Idioms as Metaphors through Awareness-Raising Activities

Idiomatic phrases based on current terminology developed by increasing awareness actions in accordance with EFL learners' acquisitions that keep pace with their circumstances. The terms are modernizing through time as they correlate to the learner's age, and it is thus necessary to pick phrases that are appropriate for his surroundings and age, and to update them to be the most understandable by the EFL learner (Wingfield, 1968; Kövecses & Szabó 1996).

Wingfield (1968) divides English idioms into four categories: idioms with obvious metaphorical metaphors drawn from professional and social activities (e.g., see red, derived from the concept of bullfighting), and idioms that were previously culture-bound (e.g., pay tribute to, meaning to praise or laud, originally derived from (e.g., on the level,

meaning being honest and straightforward in American English). However, there are several limits to the awareness-raising operations. According to him, the first two sections represent perception difficulty because they are metaphorical changes or terms that are difficult to perceive because they use the senses, whereas the third and fourth sections represent greater difficulty because they are closely related to the culture, customs, and traditions of English-speaking societies. As a result, EFL learners must ensure that language is more than just a method of communication. Because it is a cultural legacy that cannot be separated from the individuality of its owner, acquiring idiomatic expressions in this way according to the third and fourth parts is practically difficult to adopt by adopting terms that are close to EFL learners' knowledge. A common element must be discovered between the mother tongue and the English language, so that it may become a common word, and this is what generally researchers accomplish, converting one language into another. EL may be improved by focusing on research and education for EFL learners, as well as encouraging them to immerse themselves in the English community's culture and habits in order to become more familiar with its traditions and language.

According to Boers (2001), not all idioms can be simply speculated by their etymological roots; some may be too opaque to evoke any imagery, or too often used to notice the probable tales behind them.

Teaching Idioms as Metaphors through Coceptual Metaphor Method

Teaching idiomatic expressions as metaphors entails borrowing terminology and idioms to describe certain concepts and connotations and then ensuring that these metaphors really express the things you wish to impart to the student.

Idioms have been systematized by researchers (Lakoff & Johnson, 1980; Kövecses & Szabó, 1996) based on their common notions. Idiomatic terms like spark off, snuff out, fan

the flame, and do a leisurely burn, for example, all refer to the same thing: fire. The idioms also represent numerous characteristics of the fire phenomenon, such as the start (spark off), end (snuff out), intensity (fan the flame), and duration (slow burn).

The researchers relied on organizing the terms so that they are common stems of intended concepts, such as the use of derivatives that share the original letters with their stem, or what is inferred from certain concepts related to this stem, and because a person is the son of his environment, it is necessary to deal with terms related to his environment. Inviting researchers to delve deeper into finding terms related to everything they mean must be studied and in line with the global environment of learners as they embodied it in the conceptual system in what people recognize from different languages. Considering that every language has its own peculiarities, and it contains the constant and the intruder, and therefore the terms being searched for must be studied, useful and not arbitrary, just as the learner of the second language must have an understanding and awareness of the metaphorical concepts, and this is found by him mainly from the mother tongue (Lakoff & Johnson, 1980).

Relationship between Idioms and English Culture

Idioms represent the native speakers' surroundings, life, history, and culture, and are closely linked to their deepest spirit and emotions. Idioms have such a strong association with the nation's historical background, economics, geographical location, customs, and so on that they more often than not express the cultural qualities of a language.

Samani and Hashemian (2012) mention that “Idioms do not only assist EFL learners communicate more effectively, but they also help them learn about the culture and society of the target language” (p. 249). In other words, idiomatic phrases are a linguistic and cultural legacy, which their usage in context adds uniqueness by reflecting the EFL learners’ command and mastery of the target language and culture metaphoric means.

However, due to the lack of reliable signals to understand and interpret, rote learning has been considered to be the best way to acquire idioms (Boers et al., 2007).

Theoretical Consideration about Slang

When learning a language, it is fundamental that you understand textbook definitions, and how the actual language works. While a textbook has an enormous influence on your learning, talking with individuals, in real life situations, and drenching yourself in the language is the main way you will become fluent. To turn out to be truly fluent, you should likewise learn slang. Slang has been in presence for as long as language has been in existence. This makes slang a linguistic register in use. It is viewed as a dialect, to some extent it is used by young people as a desire for intimacy in the use of language. The complications of slang have made it hard to be defined. Thus, its definition varies according to people's perspectives. In the first instance, it is viewed as words or phrases that are used informally and not necessarily part of Standard English. It is often used deliberately for novelty and unconventionality. According to previous studies in the same context, people used slang as a habit or by imitation.

According to the Cambridge dictionary (1995), slang is terminology that is only used among close friends and members of the same social group. A extremely casual language is slang. If it is used in relation to someone else or outside of a close-knit group of individuals, it may insult them. Slang is typically spoken rather than written. Slang often refers to specific words and meanings, however it can also include idioms and lengthier statements.

Slang is a term that is not regarded as part of a language's standard vocabulary and is used very casually in speech (Rundell & Fox, 2007). In a similar vein, Abel (2003) similarly, emphasizes the distinction between the literal meaning of particular words and their figurative meaning. Figurative connotation derived from slang and informal language

in the United States. McCarthy and O'Dell (2003), on the other hand, regard American slang as a fixed term, its meaning is completely different from that of the individual words that make up the phrase. As a result, an American slang expression is a multi-word expression with a predetermined order that has a non-literary meaning.

Types of Slang

According to the theory proposed by Allan and Burridge (2006) slangs can be divided into five types, such as fresh and creative, flippant, imitative, acronym, and clipping.

Fresh and creative : according to Allan and Burridge (2006), fresh and creative means that the slang has totally new vocabulary, informal variety, cleverness, imagination, and it also can be an up to date word. Creative and fresh slangs such as "fetch" which is slang for cool or awesome started as a in the movie of mean girls by Grechen Weiner "OMG that's so fetch" (Ninja, 2004).

Flippant

Allan and Burridge (2006) state that flippant is the slang that is made by two words or more in which the words composed do not correlate with the denotative meaning. The datum which is categorized as flippant type is the slang word fancy pants which appear two times. Flippant slangs users don't take things seriously such as "he's a male bimbo he's a mimbo" by Derek Zoolander from the movie Zoolander in making fun of an stereotypical mimbo - renowned for being "ridiculously good looking" yet having the brain cells of a gnat(Lam, 2007) bimbo here means someone who is good looking but he is not smart .

Imitative Slang

According to Allan and Burridge (2006), imitative means that slang imitates or derives from Standard English (SE) words, uses SE words indifferent meanings, or

combines two different words. All slang words that imitate standard English called imitative such as "gonna " which is derived from standard English " going to" another example like "sick " "u won the lottery this is so sick " sick here is derived from standard English but not with the same meaning sick in the Standard English is ill but in slang language means cool. Furthermore Allan and Burridge (2006) claimed that imitative type of slang can be used by speakers easily.

Clipping Slang

Clipping is one of the slang types which is formed by deleting some parts of longer words to become a shorter form but it has the same meaning (Allan & Burridge, 2006). Such as "mum-mother" , "bro-brother", "auto-automobile", "burger-hamburger" ect...

Acronym type: or what is called by slang abbreviation is the practice of referring to an offensive word, usually by its first letter followed by the word "word". Abbreviated slang is often used for politeness or decency.

Abbreviations that are used by teenagers nowadays in social media such CU or CYA means see you, tbh - to be honest this is used to express opinions, omw means on my way, ofc which means of course , Idk - I don't know , IRL means in real example when u talk with someone on facebook but you still didn't see him in real ect...

Methods to Teach Slang

Lately, with the rapid use of the internet and social media, slang words are growing. There are many slang words which are formed because of the influence of social media (Zhang et al., 2016) EFL Learners observe how the native speakers talk in order to communicate successfully with them and they get used to the non-formal language used between them and their native friends and even their classmates but not all the EFL learners are familiar with the slangs language because teachers mainly focus only on

teaching them the formal English for this reason teachers needs to introduce the informal english in classroom and teach students who are familiar with slangs to use it in the right settings.

According to the researcher Eric vergas the effective ways to teach slang are as follows:

Listening Activities

Using audios that contain two (2) or more native speakers making a conversation to teach new non-formal expressions is an effective way that makes students know how certain slang words are used , the audio is chosen according to the class needs, casual talk, business talk , friends talk ect..This activity helps students to memorize slang easily.

Movie Scenes and Clips from Television Series

An effective way that facilitates the understanding of slangs by showing them a scene from a movie in order to know slangs used furthermore while watching videos and listening to the conversation teacher role here teacher is to encourage them to notice others subtle such as body language ,gestures and voice tones moreover some people learn more effectively they work with such language structure on paper so the best method to check if they understood the slangs they learned and memorized is by giving them a quiz in same time it's a way to teach using activities such as fill in the blank activities ,or written examples on the board Written examples: Some students learn things more effectively when they work with certain language structures on paper.

Another great way to teach slang is by giving your class quizzes, filling in the blank activities, or written examples on the board. Giving students plenty of information and context clues to help them learn common slang phrases. Making sure the questions and written examples aren't too broad, because the context is what will provide students the most hints.

Role Play

After students have learned a few important Slangs they need to apply what they learned and this can be done by writing slang terms on the board and giving two of your pupils a specific situation to act out is a terrific activity to do with your students. Then give them various slang words to use, but the teacher needs to make it clear that only one of those expressions is appropriate for the role-play situation.

The Role of Slang in Teaching English Language

Written and visual publications, PC games, series, and movies can be said to make the slang part of social life and language. Hence, disregarding the slang of a language when learning or teaching a language will leave a learner deficient in the street, on the bus, in the dorm, in every aspect of public activity.

EFL teaching includes dynamic cooperation with the target language culture, without which an individual can't completely master the language and accomplish mutual understanding with the native speaker (Korolyova, Voyakina & Melekhova, 2016,p.94). Within the same context, it is difficult for foreign language students to know the slang words literally that belong to a language and to use them appropriately. This brings a limited use of language for foreign language learners. Elsherif and Nsir (2015) proclaimed that slang teaching can motivate students to learn the language and will improve students' informal communication skills as well as the use of the relevant authentic language. In the same vein, Fein (2011) added that foreign language learners clearly demonstrated the necessity of slang teaching on subjects such as being able to communicate with native speakers and their peers, making new friends, not wanting to look different, traveling comfortably to a country where they learn their language, and asking their peers to be influenced by their local dominance.

Conclusion

To conclude, idioms and slang are regarded as vital methods since they may assist teachers in increasing EFL students' cultural awareness of English culture learning, as well as becoming key criteria for enhancing their oral communication. Using these strategies will create opportunities for effective interaction and oral communication for EFL learners. However, we cannot deny that each strategy should be practiced through several methods within the English cultural teaching process.

CHAPTER THREE

Research Methodology

Introduction

This chapter describes the research method and research tool used during the study. It begins with a discussion of data gathering tools, then moves on to illustrate the data collection method. The goal is to collect data about the perspectives on the implementation of idioms and slangs in order to teach about English culture in EFL classrooms at CBU.

Research Design

To ensure the validity of this research, this work used a descriptive method and mixed method approach for data collecting and analysis .

Data Gathering Instruments

To conduct the survey questionnaire a research instrument has been used for collecting data; Students' questionnaire and Teachers' questionnaire. This study used a questionnaire that has been conducted at Chadli Bendjedid University to gather qualitative and quantitative data. The students were given a questionnaire to know their knowledge about English culture teaching strategies . Another questionnaire was also provided to instructors in order to collect data about the teachers' perspectives about the teaching process of English culture by using idioms and slangs and their role in enhancing EFL learners' oral communication.

Written Questionnaire

Dornyei and Taguchi stated about questionnaires in second language research: Construction, Administration, and processing (2010), "asking questions is one of the most natural ways of gathering information". Questionnaire is usually the most used research instrument. Brown in his book Using Surveys in Language Programs (2001) stated that "questionnaires are any written instruments that present responders with a series of

question statements to which they are to react either by writing out their answers or selecting from existing answers” (p.6). It indicates that in a questionnaire survey the researcher is able to get the most natural response from the participants.

Population and Sampling

The main participants of the research are 33 students and six teachers at Chadli Bendjedid University. The population for the study consisted of second year students of English language. The sample size was 39 participants (33 students, 6 teachers). The sample included 12 male students and 31 female students from the same university. Two teachers out of six were male.

Procedure of Data Collection

Data were collected from both students and teachers at Chadli Bendjedid University through using two questionnaires. The first questionnaire’s data were compiled from teachers' experiences ranging from eight to 15 years. The questions and the purpose of the study was properly explained to the teachers. Then, the second questionnaire was distributed to the students who were randomly chosen , they had enough time to consider and answer the questions correctly, and they were extremely helpful throughout the process.

Conclusion

This chapter reveals the methodology employed in conducting this research. It explains the research instrument and procedures used by the researchers to obtain data. Furthermore, it addresses population and sampling of both EFL teachers and learners at CBU .

CHAPTER FOUR

Results and Analysis

Introduction

This chapter investigates the teaching process of English culture through the use of idioms and slang at Chadli Bendjedid University in El Tarf . This work aims to capture perspectives and attitudes from teachers and students concerning the impact of using idioms and slangs on teaching English culture in order to enhance EFL students' oral communication. Their perspectives are crucial to verify and test the stated assumptions . Questionnaires for teachers and EFL students are necessary research tools to gather data.

Questionnaire

Questionnaires are the most widely used research tool to gather relevant data covering the actual area of investigation. A questionnaire allows the collection of quantitative data in a consistent way, leading to data that is internally reliable for analysis (Roopa & Rani ,2012, p.273).

The questionnaire was used in this paper was directed for thirty-three of second year EFL students at Chadli Bendjedid University, as it is quite practical in order to investigate the research questions and hypotheses as Serichterich and Chancerel (1980) stated that “questionnaires are structured instruments for the collection of data which translate research hypothesis into questions” (p.59).

Description of the Questionnaire

The questionnaire was provided for thirty three students where they were asked to answer eighteen (18) questions which are structured in an order from broad to particular. It requires several types of questions, each followed by a brief justification or multiple choice questions, open-ended questions, close-ended questions . The questionnaire consists of four sections, each one is designed to gather the needed data.

Section One : Learning English culture

This section seeks to know the perspectives of EFL learners on the importance of integrating EC in EFL learning .

Section Two : Learning English culture through idioms and slangs

This section is devoted to EFL learners' perspectives concerning the importance of using idioms and slang in learning EC .In addition to examining the methods in which they find helpful to their learning to them .

Students' Questionnaire Analysis

Section one : learners' Attitudes towards Integrating Culture in the Process of English Learning.

Question 1: Do you like to learn about English culture during the process of English Learning?

a. I like to learn about it very much b. I like to learn about it c. I do not like to learn about it.

Table 1: Students' attitudes towards learning culture

Students' attitudes towards learning culture	A.F	R.F
I like to learn about it very much	25	66,7%
I like to learn about it	7	21,2%
I do not like to learn about it	3	12,1%
Total	33	100%

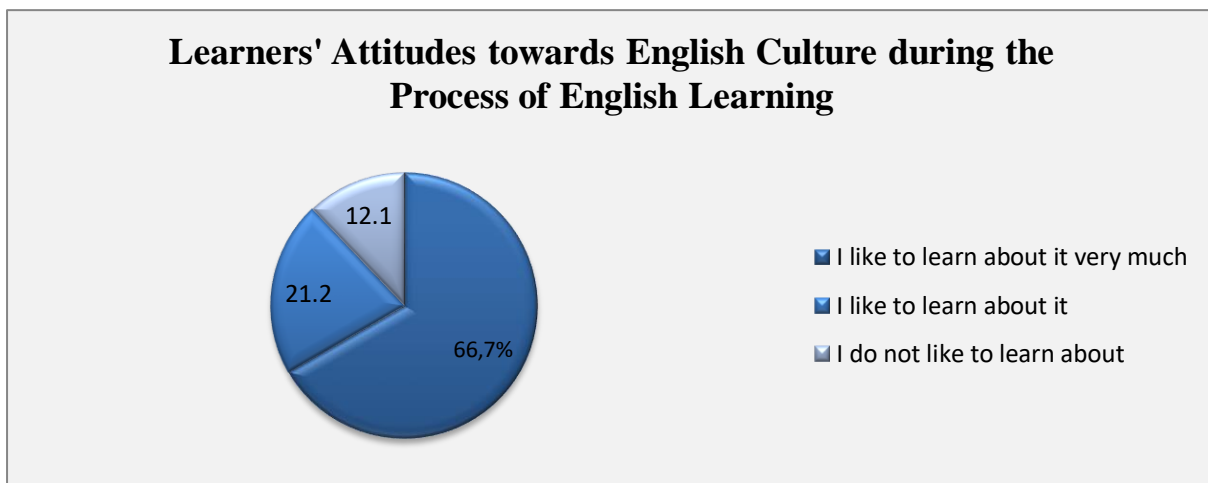


Figure 4.1: Learners' Attitudes towards Learning English Culture during the Process of English Learning.

The results of the table show that the majority of the students (66,7) strongly prefer to learn about culture, while (21,2%) of them fairly like to learn about culture. Only a minority of the learners (12,1%) are not interested in learning English culture. According to the results of this question it is assumed that students are curious about the lifestyle of English speaking countries since they are EFL learners.

Question 2: Do you think that it is important to integrate English culture in the process of EFL learning?

- a. Yes, very important b. Quite important c. No, not important

Table 2: The importance of learning English culture

importance of learning English culture	A.F	R.F
Yes, very important	25	75,8%
Quite important	7	21,2%
No, not important	1	3%

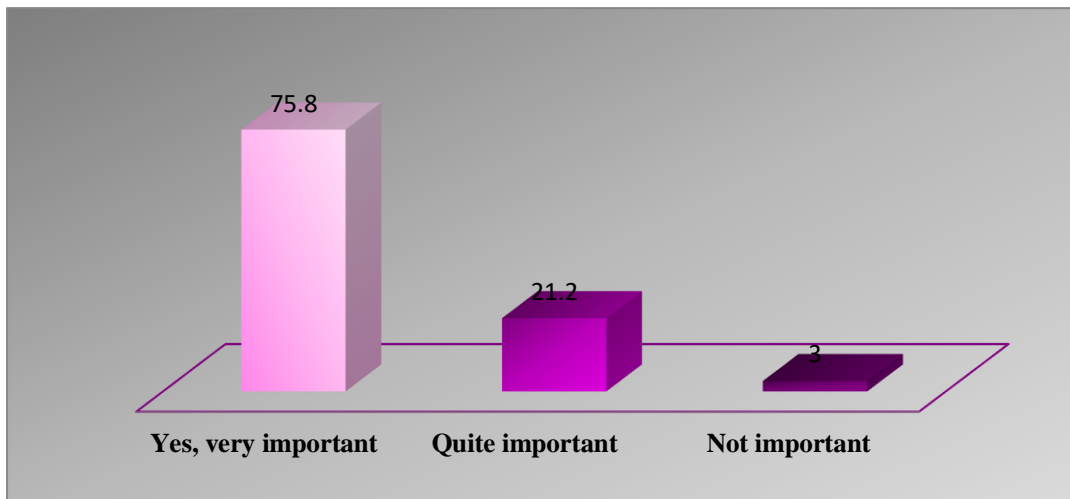


Figure 4.2: The Importance of Learning English Culture

The Table above demonstrates that (75, 8%) of the students strongly claim that culture is very important for the learning process. While (21, 2%) of them state that culture is quite important, and a low proportion of (3%) of the learners state that it is not important to integrate English culture in the EFL classroom. According to the results obtained it is clearly noticed that EFL students are interested in learning about EC.

Question 3: justify your answer?

75,8% explain that knowing English culture is necessary because it aids them to improve their communicative skills so that they are prepared to take on a real-life situation. 21.2% who say that integrating English culture is quite important, since they believe that they only need culture when communicating with natives and not with each other.

Section two: Learning English Culture through Idioms and Slang.

Question 4: Do you know idioms?

a: Yes b: No

Table 3: Students Knowledge about Idioms

Students knowledge about idioms	A.F	R.F
Yes	14	60,6%
No	19	39,3%
Total number	33	100%

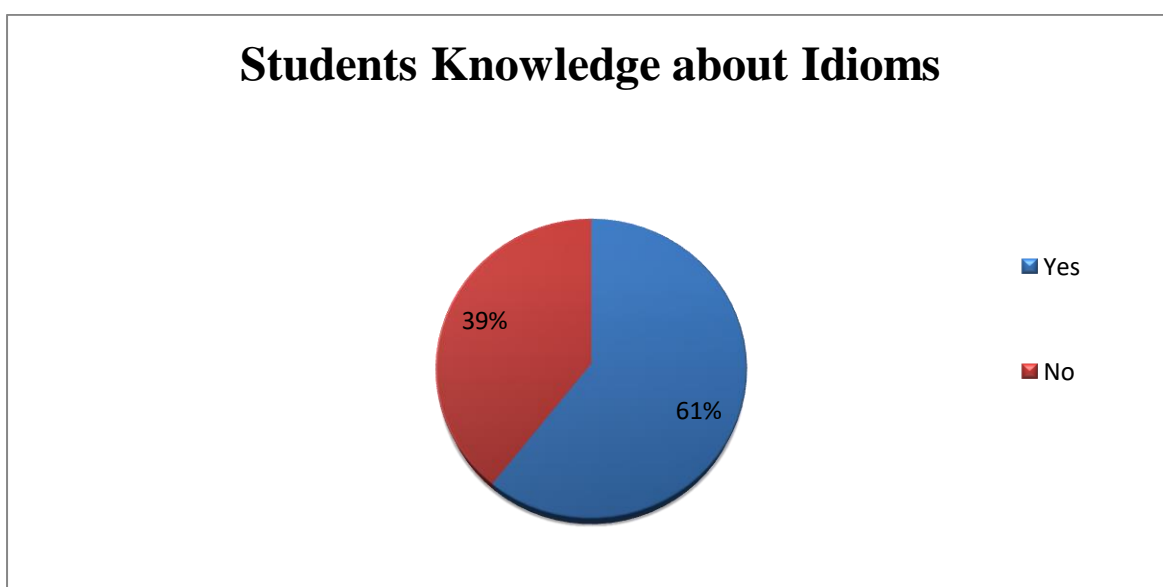


Figure 4.3: Students Knowledge about Idioms.

The table above shows that 60,6% of the students have knowledge about idioms. While 39,3% of them do not know what idioms are . It can be assumed from this result that students did not use to deal with them .

Question 05: Could you define idioms and give examples of English idioms?

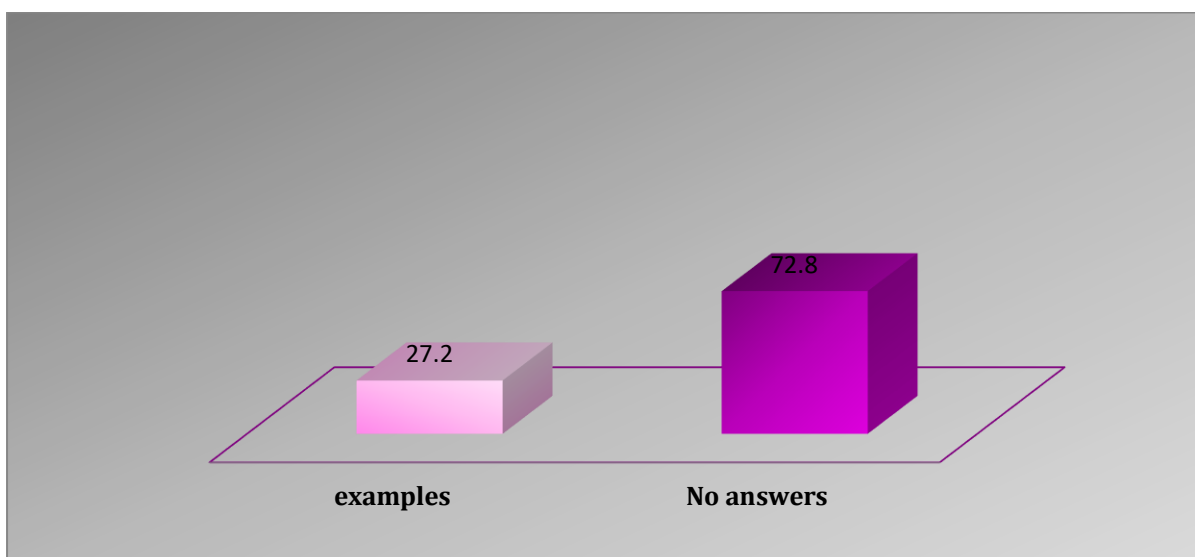


Figure 4.4: Providing Definitions and Examples of English Idioms

The results above show that (72,8 %) of learners did not define idioms while (27,2%) defined idioms and supported the definitions by examples , the following definitions can be used as examples like : words or phrases that are not meant to be taken literally, another definition : An idiom is a phrase with a metaphorical meaning that differs from its literal meaning. Moreover, they also supported their definitions with examples, such as devil in disguise, it rains dogs and cats, you can't keep water in your mouth , cat got your tongue ? which are irregular idioms with unclear meaning , while others mentioned regular idioms with clear meaning such as better late than ever, an apple a day keeps the doctor away , and there are some students who mentioned a common slang thinking it's an idiom which is easy peasy lemon squeezy.

Question 06 :Do you find it easy to understand idioms ?

a: yes

b:no

Table 4: Understanding Idioms

Students' understanding of idioms	A.F	R.F
Yes	10	30,3%
No	23	69,6%
Total	33	100%

The table above shows that 30,3% of EFL students claim that they understand idioms, while 69,6% claim the opposite. It can be assumed that they struggle with decoding the meaning of the idiomatic expression.

Question 07: If no, justify your answer ?

Students who claimed that they do not understand idioms, most of them mentioned the same reasons:

- ✓ Idioms are difficult to understand .
- ✓ I do not feel motivated to learn idioms.
- ✓ If I am reading an article that contains idioms and I have no previous. knowledge about them, that could be difficult for me to continue.
- ✓ I do not find any relationship between the terms that the expression is composed from and the message they want to convey.
- ✓ I am not interested in learning idioms.

Question 08: Which method do you find helpful to learn idioms?

Table 5: Methods to Learn Idioms.

Methods to learn idioms	A.F	R.F
Learn idioms as metaphors	5	15,5%
Learn idioms through memorization	9	27,2%
Learn idioms through speaking activities	12	36,3%
Learn idioms through audio /audio-visual	7	21,2%
Total	33	100

The table above shows that most of the students 36,3% prefer to learn idioms through speaking activities since it helps them to use idioms in contexts appropriately , while 27,2% of them find that memorization is the easiest method as it helps them to remember idioms while communicating , however 21,2% of them prefer audio /audio-visual because they have fun while dealing with them , whereas, 15,5% who prefer metaphors as a method to learn idioms by comparing them both to understand the hidden meaning of idioms.

Question 09: Do idioms help you to better understand English culture?

A: Yes

B: No

C: No idea

Table 6: The Importance of Idioms in Understanding Culture.

Importance of for understanding culture	A.F	R.F
Yes	14	45,4%
No	18	57,5%
Total	33	100

As it is shown in the table above, 45,4% of the students argue that idioms help them to understand culture while 57,5% state the opposite.

Question 10 : If yes justify your answer ?

Students who claimed that idioms help them to understand culture mentioned this following answers:

- ✓ Idioms helps me to improve their knowledge about natives culture to know how native speakers thinks (mindset)
- ✓ learning idioms gives more authentic experience and it makes one's speaking ability prolix .
- ✓ sometimes it's hard to get the information due to grammar complication,it might be easier by idioms.

Question 11 : Do you consider learning English idioms important for achieving effective communication with natives?

a : yes b : No

Table 7 : The Importance of Idioms to Achieve Effective Communication.

Importance of idioms to achieve effective communication	A.F	R.F
Yes	23	69,7%
No	9	27,3%
No idea	1	3%
Total	33	100%

As it is shown in the table above the majority of students 69,7% of the students argue that idioms help them to achieve effective communication. According to this result, it can be assumed that EFL students have a big desire to improve their oral performance through using idioms, while 27,3% state the opposite.

Question 12 : Do you know slang?

a: yes b :No

Table 8: Students' Knowledge about Slang .

Students' knowledge of slang	A.F	R.F
yes	9	27,3%
No	24	72,7%
Total	33	100%

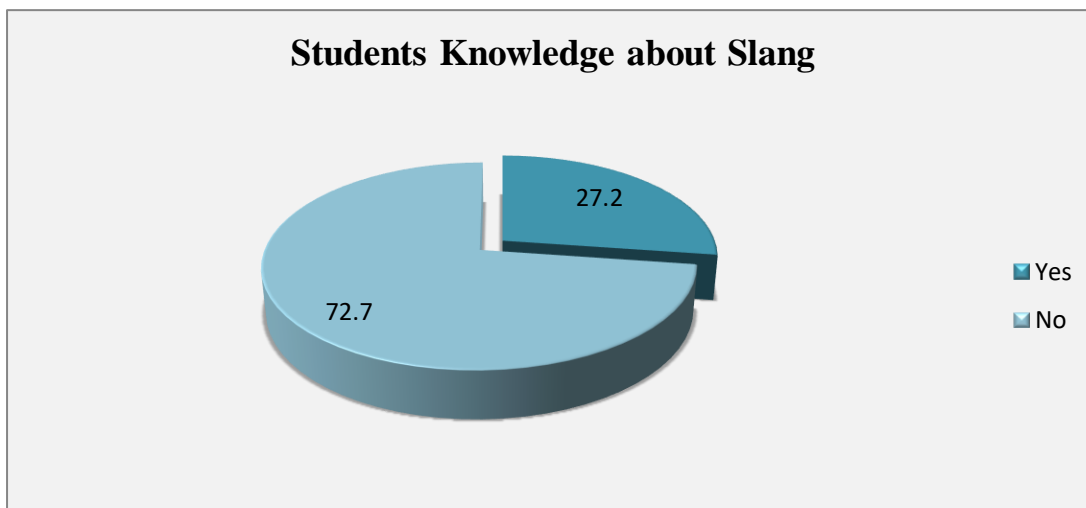


Figure 4.5: Students' Knowledge about Slang

Table above shows that 72, 7% of learners don't know what slang is while only 27,3% of them know what slang is .

Question 13 : Could you define slang and give examples of English slang ?

An amount of Students nearly gave the same definition of slang as follow : the process of abbreviation something a word or a phrase , abbreviations of words that can be informal and used mainly in social media , symbols used especially by the youth generation.they mentioned sayings such as :

- ✓ 'Goat' (greatest of the all time) ,
- ✓ 'Dope' (cool),
- ✓ 'Idk' (I don't know),
- ✓ 'OMG'(oh my god)
- ✓ 'Bet' instead of let's do it .

Question 14 : Do you find it easy to understand slang ?

a: yes

b:no

Table 9 : Understanding Slang.

Students' understanding of Slang	A.F	R.F
Yes	11	33,3%
No	22	66,6%
Total	33	100%

As it is shown in the table above , most of EFL students 66,6% do not understand slang , while the 33,3% of them who claim that they understand them , it can be assumed that they used to deal with them on social media.

Question 15: If no ,please say why ?

In this question, most of the students shared the same answer which is they do not even have a previous knowledge about slangs, while others left this question blank.

Question 16: Which method do you find helpful to learn slang ?

Table 11: Methods to Learn Slang.

Methods to learn slang	A.F	R.F
Listening activities	14	42,4%
Role play	5	15,1%
Movies	14	42,4%
Total	33	100%

The table above shows that most students prefer to learn about slang through listening activities (42,4%) and movies (42,4%) since they are two fun methods which

most students enjoy to deal with inside the classroom. While the minority of them (15,1%) prefer to use role play since it is the best way for them to speak and use slang.

Question 17: Do you consider learning English slang important for achieving effective communication with natives?

a: yes b : No

Table 11: Importance of Learning Slang in Communication with Natives.

slangs importance in communication with natives	A.F	R.F
Yes	9	27,3%
No	1	3%
No idea	23	69,7%
Total	33	100%

Results obtained show that majority of learners (69,7%) don't have an idea about the importance of learning slangs to achieve effective communication with natives , while (27,3%) of them state that learning slangs is important in communication with natives as it gives the impression that they are fluent in English , and a low portion 3% do not consider learning important for natives communication.

Question 18 : Do slang help you to better understand the English culture?

a: yes b : No C : No idea

Table12 : Slang’s Role in Understanding English Culture.

Slang’s role in understanding culture	A.F	R.F
Yes	7	21,2%
No	10	30,3%
No idea	15	45,5%
Total	33	100%

Table above shows that 45,5% of learners don’t have an idea if the use of slang helps them to understand the English culture while 30,3% state that it doesn’t help them, while only 21,2% of them declare that slang helps them in understanding the English culture .

Description of Teachers’ Questionnaire

The questionnaire was provided for six teachers where they were asked to answer twenty (20) questions which are structured in an order from broad to particular. It requires several types of questions, each followed by a brief justification or multiple choice questions, open-ended questions, close-ended questions . The questionnaire consists of four sections, each one is designed to gather the needed data.

Section One : Teacher’s Experience in Teaching

In this section, EFL teachers at CBU are asked about their experience in EFL teaching expression at the university level .

Section Two : Teaching English Culture

This section seeks to know about the determinants of cultural content that teachers use in the English culture teaching process. In addition to determining the strategies in which EFL teachers rely on to teach about English culture .

Section Three : Teaching English Culture through Idioms and Slang

This section is devoted to the teachers' perspectives concerning the importance of using idioms and slang in teaching English culture .In addition to examining the methods in which teachers incorporate to teach idioms and slang .

Section Four : Further Suggestions and Expectations.

In the last section, teachers are asked to suggest other strategies to facilitate the learning of English culture by EFL students at the university level of the university .

Teachers' Questionnaire Analysis

Section One : Teacher's Experience in Teaching

Question 01: How long have you been teaching English as a foreign language ?

This question seeks to know about the experience of EFL teachers at the university level.

The average teaching ranges from 8 to 15 years.

Question 02: Have you ever taught about English culture in an oral expression class?

This question aims to uncover whether the teachers of EFL deal with teaching about EC in an oral expression class.

The results show that all the teachers tackle English culture in oral expression class.

Section Two : Teaching English Culture

Question 03: Do you explain the essential cultural background to students ?

The answers to this question demonstrate that all the teachers explain the essential cultural background to their students , this may facilitate the way EFL students absorb the target culture .

Question 04: Please say how

In answering this question , three teachers out of six agree that explaining the essential cultural background to students through the study of the culture' traditions, beliefs, opinions provided in social contexts serve the English culture teaching process,whereas, two of them find that the comparison between the culture of English speaking countries and the mother language culture is the best way to explain the essential cultural background to students ,however, only one teacher finds that familiarize students with the components of the culture is the most helpful way for that.

Question 05: What determinants of cultural content do you use to teach English language culture?

Table 13: Determinants of Cultural Content to Teach English Culture.

Determinants of cultural content to teach English culture	A.F	R.F
Culture around language (to focus on people's behavior in relation to language use).	4	40%
Culture in language (to focus on lexical or grammatical items related to the culture).	2	20%
Culture through language (to focus on cultural information exchanged in cross-cultural interactions is reflected).	4	40%
Total number	10	100%

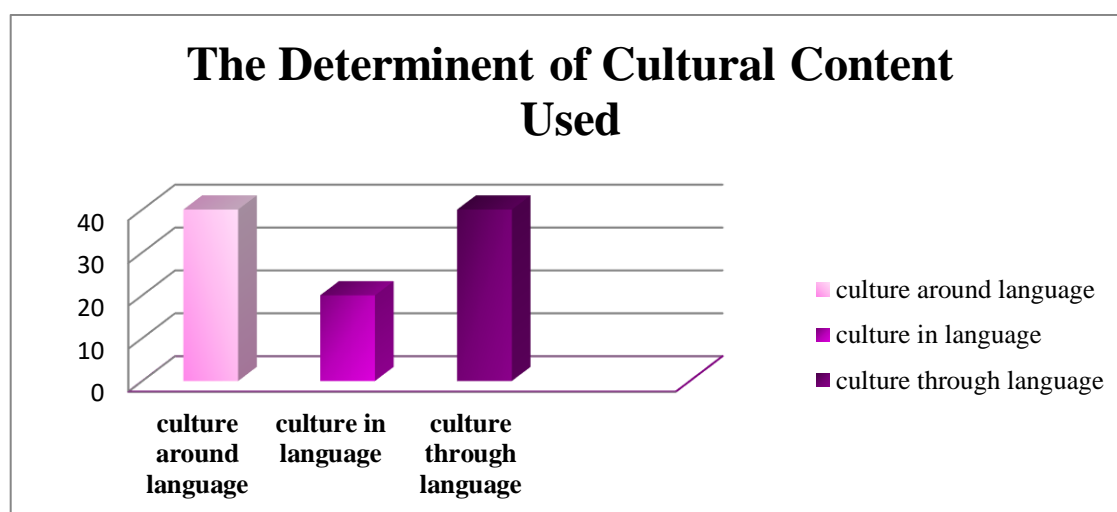


Figure 4.6 : The Determinant of Cultural Content Used

One can notice from the table above that (40%) of teachers agree that most helpful determinant of cultural content in teaching English culture is to focus on people's behavior in relation to language use i.e culture around language as it helps EFL learners to distinguish between the attitudes of English speaking countries and their own mother language culture, whereas,(20%) of teachers stand with focusing on lexical or grammatical items related to the culture i.e culture in language because the cultural aspects of each country may affect the taught lexical items, while the (40%) of teachers prefer using to focus on cultural information exchanged in cross-cultural interactions is reflected or culture through language because the study of the culture's components EC is necessary to be implemented in EL teaching process.

Question 06: What are the strategies that you incorporate to bring your students closer to learn about English culture?

Regarding this question , all of the teachers agree that exposing students to read about the target culture is the strategy they use the most to bring students closer to learn English culture, so in case they deal with native speakers this can help them to comprehend and even communicate with them.However , there was only one teacher who claimed that he depends on figurative language as strategy such as , 'proverbs' to facilitate his students' learning of English culture.

Section Three : Teaching English Culture through Idioms and Slang

Question 07: Do you find the use of figurative language an effective way for teaching culture through language ?

Table 14: Teachers' Perspectives on the Use of Figurative Language in Teaching English Culture.

Options	F.A	F.R
Yes	05	83,3%
No	01	16,6%
Total	06	100 %

The table above indicates that most of the teachers (83,3%) find that using figurative language is effective to teach about English culture since it is a part of the small C culture which studies the deep structure of culture since it focuses on communication styles and cultural norms ,however,only one teacher (16,6%) disagrees with that .

Question 08: Please say why

In answering this question, three teachers consider the figurative language as a critical feature which can be used to help teachers to highlight the culture and teach about it but it is not the only aspect that helps with English culture teaching process since are other cultural aspects may help EFL learners to know more about the EC , however the three others did not answer the question.

Question 09: Do you find the use of slang language an effective way for teaching culture through language ?

In this question, all of EFL teachers do not find the use of slang effective for teaching EC .

Question 10: Please say why

All of teachers basically give the same justification which consider slang as an informal part of language , thus it can not be taught in academic classes .

Question 11: Do you use idioms to teach about English culture ?

Table 15 : Teachers' Use of Idioms.

Usage of idioms	F.A	F.R
Always	02	33.4%
Sometimes	04	66.6%
Never	00	00 %
Total	06	100 %

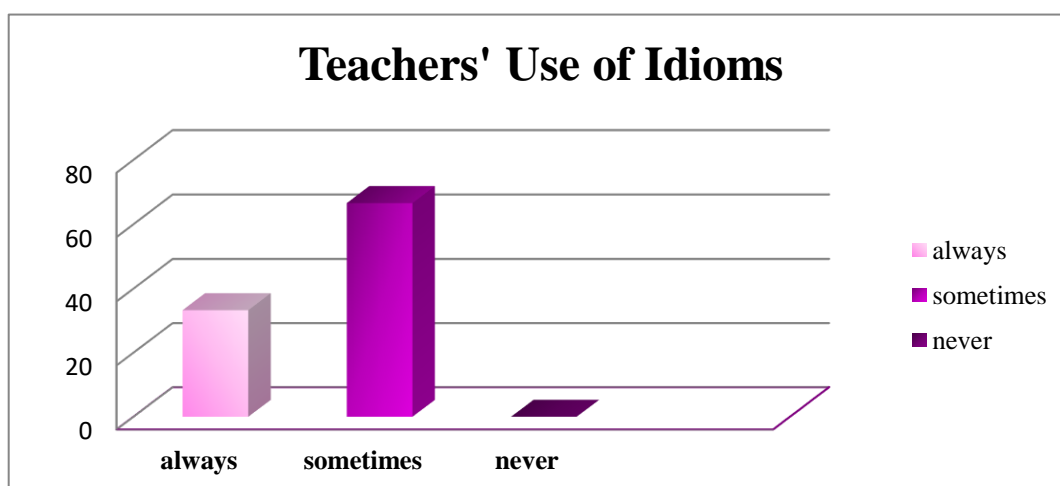


Figure 4.7 :Teachers' Use of Idioms

The results obtained denote that most of the teachers (66.6%) sometimes use idioms to teach about English culture since there are many other authentic materials they incorporate in the English culture teaching process ,while (33.4%) of them always use them in the English culture teaching process as it is an academic (standard) figurative language that helps EFL learners to boost their cultural knowledge. In order to tackle English idioms .

Question 12: Do you use slang to teach about English culture ?

Table 16 : Teachers' Use of Slang

Usage of slang	F.A	F.R
Always	00	00%
Sometimes	02	33.4%
Never	04	66.6%
Total	06	100 %

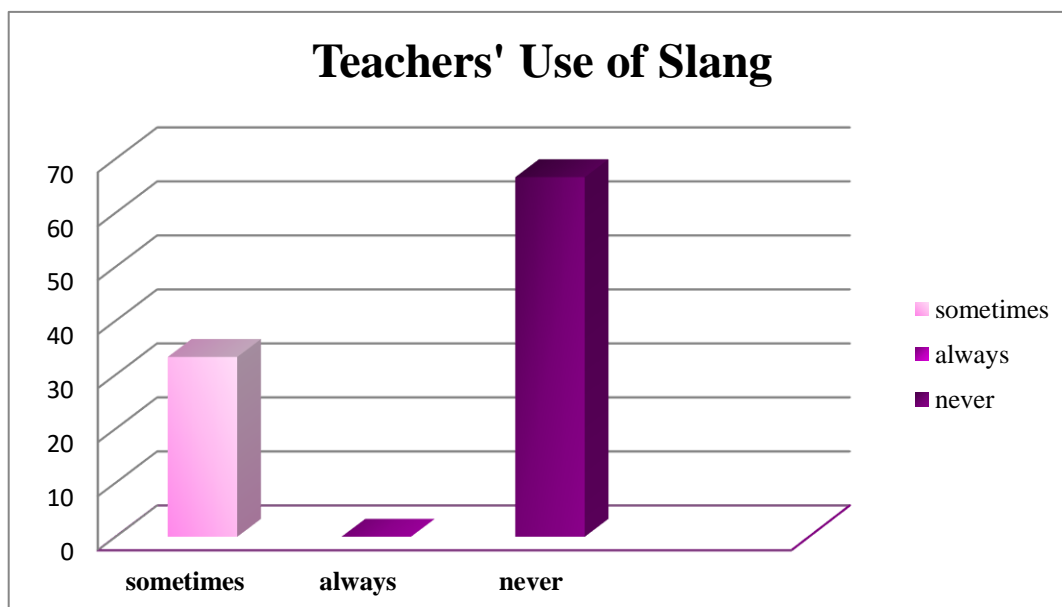


Figure 4.8 : Teachers' Use of Slang

The results obtained denote that minority of the teachers (33.4%) sometimes use slang to teach about English culture, while the majority of them (66.6%) never use them in the English culture teaching process because they believe that teaching slangs is not necessary to be considered in the classroom as it is an informal type of figurative language which is already learned outside the classroom such as on social media.

Question 13: What are the methods you incorporate in transmitting the real meaning of idioms ?

Table 17: Methods to Explain Idioms

Methods to explain meaning of idioms	A.F	R.F
through Memorization.	0	00%
as Metaphors through Awareness-Raising Activities.	3	50%
as Metaphors through Conceptual Metaphors.	3	50%
Total number	6	100%

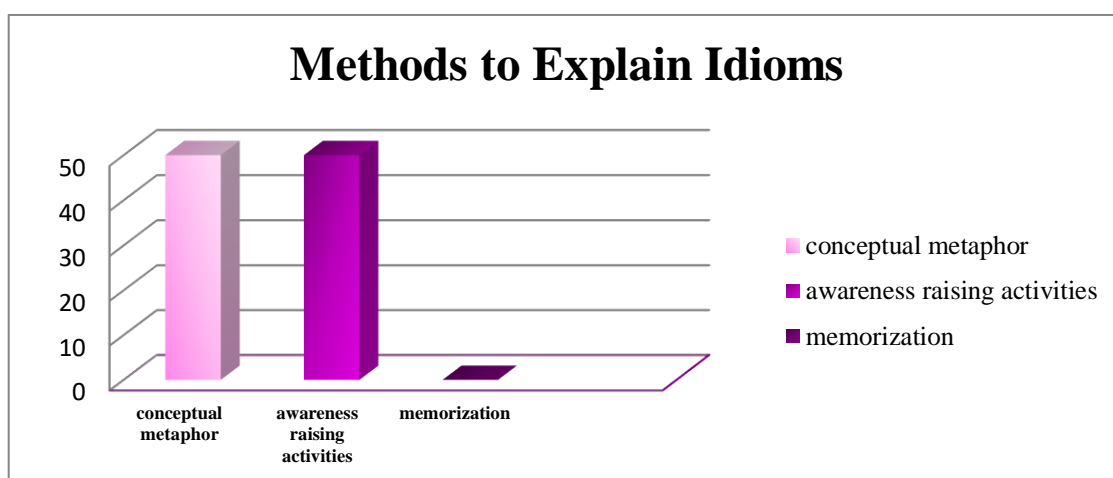


Figure 4.9: Methods to Explain Idioms

As the table shows, (50%) of respondents use Teaching Idioms as Metaphors through Awareness-Raising Activities method to transmit the real meaning of idioms because it symbolizes the idiomatic expressions according to the surroundings and age of EFL learners to be more understandable to them while (50%) use Teaching Idioms as Metaphors through Conceptual Metaphors method to do so as it brings EFL learners closer to the target culture's metaphors by the interference of similar ones derived from their mother culture to facilitate the understanding of these expressions.

Question 14: If you use any other methods please mention them below

All of the teachers use only the mentioned methods .

Question 15: What are the methods you incorporate in explaining the meaning of slang ?

Table 18 : Methods to Explain Slang

Methods to explain slang	A.F	R.F
Role play	01	50%
Listening activities	01	50%
Movies	00	00%
Total	02	100%

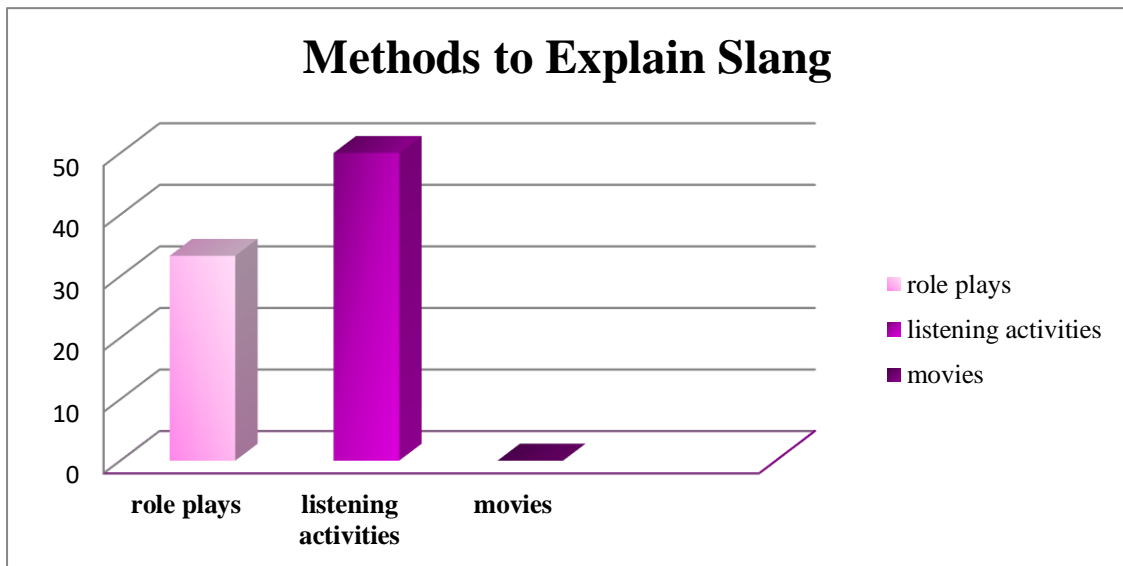


Figure4.10 : Methods to Explain Slang

From the findings, only one teacher uses listening activities as a method to explain slang because when listening to audios where native speakers are using this type of figurative language can help EFL learner to memorize them easily ,while another teacher relies on the use of role plays to do so in order to tackle the using of slang as since students would have the opportunity to integrate the slang terms they have learnt in specific situation where they will perform during the role play ,whereas, no one uses movies as a method to transmit the meaning of slang .

Question 16: If you use any other methods please mention them below

All of the teachers use only the mentioned methods, since they are stick to the use of traditional and common way of tackling slang .

Question 17: Do you consider that teaching English idioms and slang is crucial to enhance the EFL learners' oral communication ?

In this question,all of the responses consider that teaching English idioms and slang is crucial to enhance the EFL learners' oral communication as a regard to their principal role in helping them to understand the aspects EC .

Question 18: Please say why

The results demonstrated that three teachers find that teaching English idioms and slang allow them to show the diversity of meaning of the same expressions used from each item, however, two other teachers focus on considering the teaching of idioms more because it is an academic 'standard' figurative it unlike slang which can be learned outside the classroom such as on social media , however only one teacher believes that highlighting the importance of using them in EFL learning helps to enhance the EFL learners' oral communication.

Question 19: Do you see that teaching English idioms and slangs is important to bring students closer to know more about the English culture?

Regarding this question, all of the teachers agree that teaching English idioms and slangs is very important to bring students closer to know more about the EC since they both motivate and encourage EFL learners to master the English language.

Section Four : Further Suggestions and Expectations.

Question 20: Do you suggest any other relevant solutions to successfully teach about English culture?

In this question, teachers give the following answers:

Teacher1: To expose EFL learners to the authentic material inside/outside the classroom such as the internet, videos and so on.

Teacher 2: To ask students to do research papers about the target culture .

Teacher 3 :To ask students to read about English people and their traditions and way of living.

Teacher 4: To boost their cultural knowledge by using proverbs

Teacher 5: To read about folk stories and history, and get in conversation with native speakers.

Teacher 6: To teach, compare a student's own culture with that of the target language.

Conclusion

To summarize, this chapter represents the paper's results and analyses. Throughout the analysis of questionnaires of both teachers and pupils, it has become clear enough that the use of idioms and slang plays an important role in boosting the EFL learners' cultural knowledge during the EC teaching process.

CHAPTER FIVE

Discussion and Recommendations

Introduction

This chapter discusses the obtained results of the conducted study in relation to its research questions and previous research. Moreover, it introduces the pedagogical implications of this research and provides recommendations and suggestions for future researchers related to the theme of this dissertation.

Discussion of the Findings

Discussion of the Results in Relation to the Research Questions

Question One

The first research question was set to explore the attitudes of EFL students and teachers towards teaching English culture and its implementation in English language teaching . Based on teachers' answers on the conducted questionnaires, the findings obtained show that teachers find it crucial to implement teaching EC in the EFL teaching process. Furthermore, it can be assumed that EFL students' positive attitudes towards EC and its importance are due to the way it is taught. It has been recognized that the majority of students like to learn about EC. Therefore , in an attempt to know the nature of the content they receive, teachers were asked about the content they focus on while teaching EC. The obtained results from teachers' questionnaire showed that they focus on explaining the essential cultural background through the study of culture around language (people's behavior in relation to language use), as well as they focus on the study of culture through language (cultural information exchanged in cross-cultural interactions is reflected) (see table13 p.50). This gives us the assumption that teachers are working on raising the cultural awareness of students. The revealed results confirmed the first

hypothesis which denotes that both students and teachers are aware of the importance of implementing EC in the process of EFL teaching.

Question Two

The second question was set to see whether teachers resort to the use of idioms and slang in EC teaching . Based on teachers' answers , it was found that most of the teachers 'sometimes' use idioms to teach about EC , this was clearly noticed in students' answers (see table 3 p.38) where a considerable number of them (39,3%) do not even know what an idiom means. Furthermore , considering the teaching of slang it has been found that the majority of teachers (66,4 %) have 'never rely on them in EC teaching (see table 16 p.54) , that is why when students were asked whether they know slang the majority of them said 'no'. In an attempt to know the methods used to teach idioms, teachers were asked about the methods they rely on to transmit the meaning of idioms . The obtained results from teachers' questionnaire showed that half of them prefer to teach idioms as metaphors through Awareness-Raising Activities method to transmit the real meaning of idioms, while the other half used to teach idioms as Metaphors through conceptual metaphor method (see table 17 p.55) , according to the majority of students' answers to question 6 they still find it difficult do learn them despite the methods used by their teachers because they find them dull. On the other hand, according to the mentioned results , slang is not used in EC teaching , except by two teachers who sometimes rely on listening activities and role plays to do so. The findings indicate that the second hypothesis which denotes that teachers rely on idioms and slang as strategies in teaching EC is validated for idioms, but it is not for slang as they are not even considered in the syllabus of EC teaching .

Question Three :

The third question was set to see if EFL students believe in the effectiveness of using idioms and slangs to learn EC. Based on students' answers to the conducted questionnaire , it is apparent through question 17 and question 18 that most of them do not have a clue about the significance of learning slang neither to achieve effective communication with natives (see table 11 p.46) nor to understand EC (see table 12 p.47) this is due to the ignorance of teaching them inside the classroom .However, when they were asked about idioms, the results obtained show that most of them recognize the effectiveness of idioms in communicating with natives (see table 7 p.43),while they underestimate its significance in understanding EC (see table 6 p.42) , this is may be related to the less of exposure to learning them regularly while learning about cultural content. The findings indicate that the last hypothesis provided by the researchers which denotes that EFL students believe in the effectiveness of using idioms and slang to learn EC has been approximately proven at the level of idiom usage since they find it helpful for them to communicate more effectively while they do not find them helpful to understand EC but it is significantly different for slang since they do not find any need to it.

Discussion of the Results in Relation to Previous Research

The obtained results of the present work are all similar to the revealed results of the reviewed conducted studies which dealt with the same subject matter that we have already mentioned in the second chapter of the present work. In the current study it was revealed that students and teachers' positive attitudes toward the integration of EC in The findings are similar to the obtained results reached by Ben Zeroual (2016) which assumed that all of the students assert the significant role culture plays in learning a second language, and they consider it as being the fifth language skill and define language competence as being not only linguistically competent but also culturally competent as well, the same goes for

teachers are aware of the significant role cultural elements play in ameliorating students' linguistic, communicative, and cultural competence.

Moreover, the results of this study are also similar to the obtained results of a research conducted by Aguentil (2016) which assumed that idioms received less attention, particularly in EFL settings, because teachers try to simplify the English language to their students and most of the focus is directed to grammar rules, as a result they occasionally use idioms to teach about culture.

Implications of the Study

The present work aimed at looking closely to what extent EFL teachers and students are aware of the significance of integrating English culture in EFL teaching and learning . As well as, it seeks to shed the light on the perspectives of EFL teachers and students on the extent to which idioms and slangs are effective strategies in teaching culture. Based on the obtained results, we suggest the following implications to the study:

- The extensive use of traditional techniques and materials in teaching culture will not help the students to grasp the content knowledge appropriately or understand the target culture, and thus, it made the students build the wrong assumption about idioms and slang .
- Teaching idioms and slang using traditional methods and materials can be used when there is a shortage of the available teaching materials, yet, today it is not difficult to access to many innovated and developed tools that enables the students to grasp the meaning easily.
- Despite the total ignorance of using slang in teaching EC as it is inappropriate to be used inside the classroom, but it may help students to become truly fluent and also to understand the variations within the target language.

- The lack of instructional tools at CBU can be a barrier for both teachers and students because it will directly affect how interested and motivated they are to learn.

Recommendations for Teachers

Learning a second or foreign language's culture can be just as important as learning the language itself. Peck (1998) claimed that teaching a foreign language is crucial to first enhance pupils' knowledge of their own culture first and then to help them analyze and comprehend other cultures. Raising intercultural awareness entails the development of communication skills, such as the ability to communicate with individuals who are different from ourselves in a competent and peaceful manner, for this reason teachers have to keep finding ways to teach them culture through cultural resources and authentic activities that are suitable to their level, the more practice the less troubles you will confront in the teaching process. In order to achieve this take these advice into consideration:

- A teacher needs to start by changing his role from instructor to facilitator.
- Incorporating cultural instruction into the basics of EFL instruction by increasing the number of hours spent while teaching it.
- Teacher need to be mindful of cultural differences.
- Make students aware of their own culture.
- Show an interest in your students' ethnic backgrounds.
- Try to facilitate their comprehension of the EFL culture, by asking them to relate aspects of their mother culture to the target culture in order to explore cultural differences that link between the two cultures...
- Highlight the difference between both the visible and invisible cultures (bigC and smallC).

- Use multiple methods to help the students to be familiarized with the target culture.
- Engage students in discussion of cultural concerns, real resources such as films, news broadcasts, television shows, websites, images, magazines, newspapers, restaurant menus, travel brochures, and other printed materials .
- Presentation and debate activities that develop their speaking skills.
- Using literary materials such as novels and books to learn about culture.
- Presenting artifacts from the target culture, such as figurines, tools, or pictures, may serve as a foundation for instructors to examine other cultural, historical, and linguistic themes, or students may be asked to perform extra research to understand more about the things shown ...
- A teacher needs also be familiar with the use of the Internet, which allows him to form cultural partnership relationships with students and cultural institutions
- expose EFL learners to a variety of texts in order to teach them how to apply the process of interpreting the meaning of the idiomatic expressions and slang.

Considering the methods used to teach idioms to second level EFL students,conceptual metaphor works for advanced levels ,instead teachers should rely on other methods that facilitate their understanding for idioms such as the following suggestions:

- Instead of introducing advanced idioms, introduce simple idioms that are appropriate for the students' learning abilities and levels.
- Introducing an idiom every week.
- Every idiom you mention should be followed by an explanation .

- Interactive games that make them communicate with their classmates with comparing and contrasting their L1 idioms with the English ones such as ‘idioms guessing game’
- Explain to students what slang language means and its origin.
- Explain to students how much slang is important for achieving effective communication with natives.
- Introduce easy types of slang and encourage them to use it outside the classroom. Introducing slang in the EFL classroom will increase confidence in students to fully interact with native speakers.
- Facilitate the learning of slangs by using role play , movies and clips from television ,series ect...

Recommendations for Students

Learning progress is both teachers and learners' responsibility, and in order to be culturally competent learners have to keep finding ways to improve their learning.

- The use of the web regularly to improve their communication skills such as : listening to audios of native speakers' conversations rather than imitating their speech, practicing online quizzes, interacting with diverse groups, natives , colleagues.
- Learners have to get started by learning about their own culture first and exploring their own historical roots, beliefs, and values.
- Practice speaking with idioms and slang for consistent schedule and for real life purposes inside or outside the classroom .
- Find idioms and slang within some context such as : movies, tv shows, songs, newspapers.

- Create an idiom and slang diary every time,also to discover new idioms and write them down then try to use them appropriately in a context.
- EFL learners have to work on ameliorating their linguistic competence.
- Check the English dictionary to explain new or imbiguous utterances, picture the image and make an educational guess.
- Don't try to memorize a bunch of idioms starting with one or two each week .

Limitations of the Study

It should be mentioned that the current study has several limitations due to the simultaneous conduct of this procedure during the holy month of Ramadan, which made it difficult to obtain a sufficient number of students and teachers, we did not get satisfactory cooperation from students and professors in order to answer the data gathering tools. As well as the complete ignorance of slang by EFL teachers and students did not allow us to gather the needed data to conduct our research also the one of the major limitations was the lack of previous research studies about slangs .One more limitation was that despite of the fact that we wanted to use classroom observation as a research tool to help us obtain more reliabe information, however, teachers did not agree to do so because they were late in the curriculum and they are in time.

Recommendations for Further Studies

Despite the potential limitations indicated,the conclusion of this study leaves room for other researcher,as result we suggest the following implications:

- Future research could adopt a classroom observation as a research tool to see if idioms and slangs are really effective for understanding culture.

➤ We also recommend to take into consideration different learning levels including third year and master one EFL students to have a general overview on their attitudes towards learning EC through idioms and slangs.

Conclusion

This chapter discussed the findings, and as a consequence, helpful suggestions for EFL teachers and their students have been developed to facilitate up and enhance the process of teaching and learning about EC .

General Conclusion

This study aims to explore the perspective of EFL teachers and learners on EC teaching and learning , as well as it seeks to investigate perspectives on the effectiveness of using idioms and slang to teach about EC at CBU.

This study consists of three hypotheses. The first hypothesis was proved by the feedback of EFL teachers and learners where both of students and learners are aware of the importance of integrating EC in EFL teaching .The second hypothesis was partially proved for idioms, however , it was not for slang, this is based on the feedback of EFL teachers ,as a result most of students do not understand idioms and do not even recognize slang . The third hypothesis was not proved by the feedback of EFL students as they do not believe that idioms and slang are effective to learn EC , but it is worth mentioning that they are aware of the importance of idioms to enhance their communication .

To conclude, idioms and slang can be classified as two important and challenging strategies to teach EC , but teaching them through creative methods which should be designed according to the learner's academic level may help EFL students to better understand the culture and also to improve their oral communication.

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Appendices

Appendix A : Students' Questionnaire

Dear students,

This questionnaire is a part of our research work in order to gather data regarding the process of English culture teaching and to explore the influence of the use of idioms and slang on teaching English culture to EFL students in order to improve their oral performance competency. You are kindly requested to answer the following questions. Please, tick (✓) the appropriate box (or boxes), and make full statements whenever necessary. Your answers will be valuable for the completion of this research work.

Section One : learners' attitude towards integrating culture in the process of English learning

1. Do you like to learn about English culture during the process of English Learning?

- a. I like to learn about it very much
- b. I like to learn about it
- c. I do not like to learn about it

2. Do you think that it is important to integrate English culture in the process of EFL learning?

- a. Yes, very important
- b. Quite important
- c. No, not important

3. justify your answer ?

.....
.....

Section two: learning English culture through idioms

4. Do you know idioms?

a. Yes

b. No

5. Could you define idioms and give examples of English idioms?

.....
.....
.....

6. Do you find it easy to understand idioms ?

a. yes

b. no

7. If no justify your answer ?

.....
.....
.....

8. Which method do you find helpful to learn idioms?

a. Learn idioms as metaphors

b. Learn idioms through memorization

c. Learn idioms through speaking activities

d. Learn idioms through audio /audio-visual

9. Do idioms help you to better understand English culture?

A: Yes

B: No

C: No idea

10. If yes justify your answer ?

.....
.....
.....

11. Do you consider learning English idioms important for achieving effective communication with natives?

a : yes

b : No

Section three: Learning culture through slang

12. Do you know slang ?

a: yes

b :No

13. Could you define slang and give examples of English slang ?

.....
.....
.....

14. Do you find it easy to understand slang ?

a: yes

b:no

15. If no ,please say why ?

.....
.....
.....

16. Which method do you find helpful to learn slang ?

Listening activities

Role plays

Movies

17. Do you consider learning English slang important for achieving effective communication with natives?

a: yes

b : No

18. Do slang help you to better understand the English culture?

a: yes

b : No

c : No idea

Appendix B: Teachers' questionnaire

Dear teachers ,

The current questionnaire is an attempt to gather data regarding the process of English culture teaching and to explore the influence of the use of idioms and slang on teaching English culture to EFL students in order to improve their oral performance competency.

You are invited to answer the following questions in the way that best conveys your view on each item.

Section one : Background informations

1. How long have you been teaching English as a foreign language ?

.....

2. Have you ever taught about English culture in an oral expression class?

Yes

No

Section two : Teaching English culture

3. Do you explain the essential cultural background to students ?

Yes

No

4. Please, say how?

.....

.....

.....

5. What determinants of cultural content do you use to teach English language culture?

a. Culture around language (to focus on people's behavior in relation to language use).

b. Culture in language (to focus on lexical or grammatical items related to the culture).

c. Culture through language (to focus on cultural information exchanged in cross-cultural interactions is reflected).

6. What are the strategies you incorporate to bring your students closer to learning English?

.....
.....
.....

Section three : Teaching English culture through idioms and slang

7. Do you find the use of figurative language an effective way for teaching culture through language ?

Yes No

8. Please,saywhy

.....
.....
.....

9. Do you find the use of slang language an effective way for teaching culture through language ?

Yes No

10. Please say why

.....
.....
.....

11. Do you use idioms to teach about English culture ?

- a. Always
- b. Sometimes
- c. Never

12. Do you use slang to teach about English culture ?

- a. Always
- b. Sometimes
- c. Never

13. What are the methods you incorporate in transmitting the real meaning of idioms?

- a. Teaching Idioms as Formulaic Expressions through Memorization.
- b. Teaching Idioms as Metaphors through Awareness-Raising Activities.
- c. Teaching Idioms as Metaphors through Conceptual Metaphors.

14. If you use any other methods , please mention them below

.....
.....
.....

15. What are the methods you incorporate in explaining the meaning of slangs ?

- a. Role play
- b. listening activities
- c. Movies

16. If you use any others please mention them below :

.....
.....
.....

17. Do you consider that teaching English idioms and slang is crucial to enhance the EFL learners' oral communication?

yes

no

18. Please say why

.....
.....
.....

19. Do you agree that teaching English idioms and slangs is important to bring students closer to know more about the English culture?

Agree

Disagree

Section four : Further Suggestions and Expectations.

20. Do you suggest any other relevant solutions to successfully teach about English culture ?

.....
.....
.....

